DOCUMENT RESUME

ED 209 969 HE 014 319

AUTHOR Seagren, Alan T.; And Others
TITLE Strategies for the Internal Development of Summer Sessions.
PUB DATE Nov 80
NOTE 25p.; Paper presented at the Conference of the North American Association of Summer Sessions (Charlotte, NC, November 1980).

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Administrative Organization; *Administrator Role; Budgeting; Change Strategies; College Administration; College Role; Deans; Faculty Recruitment; Governance; Higher Education; Leadership Qualities; Models; *Organizational Effectiveness; *Program Administration; *Summer Schools
IDENTIFIERS *University of Nebraska Lincoln

ABSTRACT

Organizational matters and strategies useful in developing more effective collegiate summer sessions are discussed, and examples of some productive strategies at the University of Nebraska-Lincoln are reported. Four elements of organizational structure in higher education considered are organizational environment, mission and goals, governance processes, and structure and management. Issues to be addressed in each of these categories are outlined. Three models of leadership/management based on the interrelationships between summer sessions and other parts of the organization are suggested: dependent, reactive, and proactive. The role of summer sessions in three areas is questioned: in determining course offerings, in faculty selection and recruitment, and in budget and student affairs. It is suggested that directors of college summer sessions look carefully at ways to strengthen the summer sessions position in relation to each of the four elements of organizational structure. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED209969

Strategies for the Internal Development of Summer Sessions

Alan T. Seagren, Ed.D.
Keith J. Solomon, Ph.D.
Lynda J. McNulty, Ph.D.

Presented by Dr. Alan Seagren at the
North American Association of
Summer Sessions
Conference

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Lynda J. McNulty

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

Charlotte, North Carolina

November, 1980

HE 014 319

INTRODUCTION

First when Les Coyne called late last spring and asked that Norm and I present some ideas related to the topic of Strategies for the "Internal Development of Summer Sessions," it sounded like a good idea. One of the first strategies that a Summer Session Dean must utilize is being a good salesman and we certainly would have to give Les high marks in that area. As we began to study and research the area it became obvious a wide degree of differences exist between institutions and the various summer session operations. This has presented some problems in attempting to develop a presentation that has both meaning and relevance.

A broad literature survey of writings on the organization of higher education has revealed four major elements of higher education that need to be considered if a broad conception of its organizational structure is to be gained. They are:

1. Organizational Environment
2. Organizational Mission and Goals
3. Organizational Governance Processes
4. Organizational Structure and Management

The major goal of this presentation is to get you to think about some organizational matters and the strategies which might be utilized to develop a more effective summer sessions. The basic format will be to briefly discuss a number of elements which exist in all organizations and to give a few examples of strategies that have proven to be effective or ineffective in our organization at UN-L. I must hasten to say that I'm not necessarily holding these up as things to emulate--just examples. Finally, I will raise a number of issues

which might be appropriate for you in turn to raise about your own organizatior. The responses to such issues may vary a great deal from institution to institution but the important thing is that you raise or consider them. Hopefully, we will have some time for discussion at the end. What are the issues then that must be considered in enhancing the development of summer sessions?

The first element that must be considered in looking and studying any organization is its environment.

1. What are the factors, elements, values, etc. which impact the organization or institution?
2. What are the needs of students and who are they?
3. What faculty resources are available for providing instructional services given other commitments to research and service?
4. What physical facilities are available for providing instructional services?
5. What financial resources are available for summer sessions instructional services?
6. What changes have occurred since last summer? (What are some emerging trends--social and cultural?)
7. What is the attitude of faculty and administrators toward the summer sessions?
8. What are the political realities, both internal and external?

Organizational Environment

General

Views taken toward describing the environment in which an institution operates differ considerably. Recent trends in describing the organizational environment of institutions favor the term "environmental supra-system" and suggest that the degree to which the environment can be predicted determines the form of the individual organization. The environmental supra-system

has been defined in terms of the political, demographic, legal, social, economic, technological, and attitudinal influences which affect or impact the organization. There can be little doubt that higher education will be faced with new and rising pressures in the decade to come.

The pressures placed upon the governing powers in institutions, trustees, administration, and faculty in the present climate will make environmental assessment and situational analysis essential for survival and growth. Yesterday Dr. Fretwell reviewed the Carnegie Report which described part of the general environment for higher education in America so I won't take time to enumerate today. One college president, Gene Budig, recently stated that the pressures being placed on the governance structures of institutions will make environmental assessment and situational analysis even more important in the future. Budig concluded that the organizational climate is such that:

1. Perhaps more than ever before institutions of higher education will be expected to produce solutions for pressing problems of great complexity.
2. Certain of these problems are not likely to be solvable totally.
3. A majority of the problems will be of a nature to require time and thoughtful analysis.
4. The nation's need for solutions to social problems will only increase.
5. Institutions will be expected to act more and study less.
6. Universities will not be supported adequately unless they display a willingness and capability to move boldly.
7. There will be a demand for research and instruction that will produce students who appreciate the urgency of the hour and who can act accordingly.
8. Institutions will have to withstand more and sometimes awkward public scrutiny.

The importance of an accurate environmental assessment cannot be overstated in an institution where individual opinions, differing psychological and philosophical outlooks and a complex mission are involved. Recognition of the role of higher education has been achieved in our society. The job of faculty and administration is to maintain that position. Lewis B. Mayhew observed in an early report of the Carnegie Commission on Higher Education:

> The influence of higher education is revealed by the conclusion of the White House Conference on Education. . . That education had become the major instrument for the achievement of national policy, and by the observation of one university president, that higher education or the university had become the pivotal institution in society.

The task faced by educators today is to stem the tide of public opinion which is telling us that education no longer occupies the pivotal position in national, social concerns.

Strategies: Environmental Considerations of Summer Sessions

Particular demographic trends in the period 1960-1970 caused rapid growth in the enrollment and overall size of summer sessions operations across the United States. Commenting on these trends, and discussing the future of summer sessions, Schoenfield sounded a note of warning in his 1975 address to the North Central Conference of Summer Sessions (NCCSS).

> The most obvious lesson of summer term history: that of all aspects of American higher education, the summer term would be affected promptly and markedly, almost irrespective of other considerations, by national and international economic, social, and political stresses, whatever they might be. It is now time

> to realize the big summer enrollments we enjoyed together from 1960 to 1970 were not by and large the result of four-color bulletin covers, or course arrays or calendar manipulations; they were principally in response to a baby boom beginning in 1946, massive federal aids, the draft, and an age of affluence. Just so, our general 1971-74 summer enrollment depression was attributable to environmental factors that still await definitive analysis.

Budig has described some of the environmental factors that are affecting and will affect higher education in the next decade. The effect of these on summer sessions could mean decreased financial resources for faculty teaching, a reduction of research and a lower capacity for community service.

A time lag exists between the commencement of a period of awareness of change or new conditions of environmental influence, and the implementation of measures to react to these changes. The style of leadership and management and the organizational structure adopted by the Summer Sessions can make a huge difference in the way and the speed with which it can respond to new needs and pressures. The Summer Sessions Director needs to be aware of changes in environmental conditions, both inside and outside the organization, and able to respond at the earliest opportunity if the Summer Sessions is to be recognized as a vital link in the organization's response to the environment in which it operates. In many instances, because of its coordinating and facilitating role, Summer Sessions can be the model and change agent in the process.

The environmental assessment provides the background against which the goals and objectives of the organization and its subunits must be developed. We really

need to document the types of strategies that have been used and proven to be helpful in assessing the environment and its impact on Summer Sessions.

2. Organizational Mission and Goals

Four important questions need to be asked in relation to the mission and goals of Summer Sessions:

1. Why does the Summer Sessions exist in the institution?
2. How do the Summer Sessions goals relate to broader institutional goals?
3. How does Summer Sessions adapt to changes in the role and mission of the institution?
4. Who was involved in developing the goals of Summer Sessions and who is knowledgeable about the goals of Summer Sessions?

Individual answers to these questions are not feasible given the wide range in types of institutions represented in N.A.S.S. Rather an attempt has been made to integrate the answers to present a view of the considerations and actions that can be taken to ensure that Summer Sessions "Mission and Goals" are developed in line with total institutional policies.

Strategies

In Clay Schoenfeld's book, The American University in Summer, eleven major goals or objectives were listed. These goals had been developed in 1964 at Indiana University. Today sixteen years later, is there a need to change them?

1. To provide a program of courses designed to meet the general and specific education needs of summer students.
2. To provide a maximum number of undergraduate students with year-round instructional opportunities.
3. To lend effective continuity to a university's year-round program of graduate education and research.

4. To give new and continuing students a chance to complete degree requirements faster than would otherwise be possible.
5. To offer school personnel and other groups abbreviated technical and professional refresher courses.
6. To provide special conferences, clinics, workshops and institutes for students of all ages who find it particularly convenient to come to the campus in the summer.
7. To experiment with new courses and programs to the end that the summer sessions serve as a pilot plan for curriculum of heightened stature and service.
8. To increase the possibility of using outstanding visiting professors in specialized instructional programs.
9. To encourage students to become proficient in special fields, to broaden educational horizons, to test ability to do college work, or to make up subject matter deficiencies.
10. To provide especially enriching cultural programs for individuals returning to the campus for summer study.
11. To achieve optimum utilization of campus facilities throughout the calendar year.

Early in 1980, John Bushey acting on behalf of the AUSS Research Committee, asked the membership to respond to a survey which attempted to identify the major purposes of summer sessions. Respondents were asked to rank the objectives of summer sessions as they presently existed in their institutions and second to rank them as they would really like to see them exist. Analysis of data indicated the following responses:

	Mean Ranked Objectives at time of Survey	Mean Desired Objectives Rankings
A. To provide courses for the University's degree students	1	1
B. To provide courses for other identifiable groups of students	2	2
C. To use the University Plant more fully by attracting students, alumni, etc.	3	3
D. To provide summer employment for faculty	4	6
E. To provide income for the University	5	7
F. To attract admissions to the University	6	5
G. To provide experimental offerings in at least 10% of its program	7	4

The questions which individual Summer Sessions Directors need to ask are. Which of the objectives are applicable for our institution and Summer Sessions program?

The strategies for developing mission and goals for Summer Session will be dependent upon the local environment and situation. If an institutional Role and Mission Statement does not exist, you may have more freedom or fewer constraints but also less direction and guidance.

At UN-L we do have a system wide, as well as campus, Role and Mission Statement. When this was developed we made sure that Summer Sessions was included as a part of this statement. The broad mission and specific goals of the Summer Sessions was developed over a period of time. First you must involve and gain commitment from the Deans and faculty that the goals are appropriate. Next you have to have approval from the Chancellor and Vice Chancellors that these are appropriate goals for Summer Sessions. Once confirmed, you will need to assess the progress which is being made toward each of the goals. Reports of

progress or achievement should be provided to the total academic community. If this strategy is implemented effectively you will have established an operational power base. It is very clear that if the goals of the Summer Sessions are written down and accomplishments documented through data, the chances of survival are increased. This type of strategy also gives the Summer Sessions legitimacy, a power base established and reinforced because of the support that is generated through the processes used in communicating and gaining commitment for the program.

There is an alternative course of action and that is to operate pretty much as an independent unit or agency without a widely accepted mission and goals for Summer Sessions. In some institutions this may work, but you need to recognize the potential danger.

Summer Sessions needs support from a wider audience within the institution.

Recommendation: If the mission and goal statement doesn't exist for the Summer Sessions, one should be developed. If one exists, it should be reviewed in light of the current environment.

What strategies have you found effective in developing the role and mission for Summer Sessions to gain commitment from faculty, deans and central administration?

Over the past ten years that I have worked in Summer Sessions at UN-L, I can recall at least three times that major or drastic budget reductions have been faced. Some of the alternatives have been included and would have influenced the Summer Sessions program. Do away with the second five-week session, eliminate Summer Sessions completely, and drop the pre-session. Without the statement of mission and the documentation with data about the achievmeent of these goals, I don't believe we would have survived.

I have had to educate three new Chancellors over the last ten years--Norm

has had three separate Provosts. The statement of mission and goals for summer sessions have been an important dimension of that education--in fact so much in one case--I was asked to do a similar exercise for the total campus.

3. Organizational Governance Processes

Three questions need to be considered:

1. Is the operation of Summer Sessions included in the by-laws of the institution?
2. Does the Summer Sessions have specific policies and rules and regulations for the operation and are they part of the regular on-going process of governance?
3. What is the role of Summer Sessions in the overall governance process of the institution? Who do you report to; what responsibilities do you have?

Mayhew in his book, Higher Education Survey of the 80's, states:

> If the organization is to function effectively there should be widespread use of handbooks, constitutions, by-laws and rules and regulations procedures.

Until the mid-1960's, in spite of recommendations for change made by such groups as accrediting bodies, the administrative and governance processes of institutions rested on casually transmitted memory rather than through the printed word. Illustrative is the fact that even in strong faculty-oriented institutions long maintaining tenure, actual designation of tenure status was not reduced to writing. While the nostalgic may deplore the bureaucratic tendency towards handbooks, manuals and written policies, the times simply will not allow the older, more casual way of doing business.

The issue of whether the summer sessions is included within the by-laws is fundamental to how effective the summer sessions can be in fulfilling its

mission. If provisions are not included for the general operation of Summer Sessions, you once again are operating without an authentic base.

At UN-L I was fortunate to have been a part of the committee that rewrote the by-laws. A pretty simple strategy, and I simply made sure Summer Sessions was included. If this had not been the case, I would have had to contact other committee members to make sure it was included or made sure top administrators and Governing Boards were aware of the Summer Sessions. Other alternatives are to ask for program reviews or bring in outside consultants for the purpose of evaluation and recommendations. By-laws can be revised but many times once they are accepted and approved, confrontation can be avoided simply because it is covered in the by-laws.

The next strategy must be to develop a set of policies and rules and regulations for Summer Session. Policies need to be developed to cover the administrative functions for which the Summer Sessions is responsible. The policies should be tied and integrated with the regular operating procedures of the University.

We began ten years ago to develop a set of policies and operating procedures (rules and regulations). These are revised each year. We use the Dean's Council as the reference group to review proposed changes in policies. We have basically used an MBO problem-solving approach to the development of the policies and procedures. Every staff member in Summer Sessions is asked to keep a log of questions or problems which result from the implementation of the policies and procedures. In addition all department chairpersons and departmental secretaries are surveyed as to the adequacy or problems they experienced in interpreting the policy and implementing the procedures. These inputs are used in updating the policies and procedures for the upcoming summer sessions. Our feedback is generally positive. It's now to the point departments are asking why don't we have similar documents which could provide guidance for operating procedures for the academic year.

We utilize another strategy once the policies and procedures are approved by the Vice Chancellor and the Dean's Council. Meetings are scheduled with all departmental chairpersons where an explanation is given about any changes. A special handbook has been developed for all new chairpersons and a special training session is scheduled for them. Finally, our office manager schedules sessions with all departmental secretaries to review for informational purposes the policies and procedures.

These strategies create an open problem-asking atmosphere and have assisted in developing both support and commitment to the policies and procedures. In some of the meetings with deans and chairpersons tough questions and issues are raised. It may appear much easier to avoid the confrontation in a group setting but the problem is not avoided; it is only submerged. I'll have to admit I've returned from some of these meetings somewhat "bloody".

What strategies have you found effective in strengthening the position of Summer Sessions?

These policies and procedures provide direction for many of the routine administrative decisions which must be made. They give direction to department chairpersons who can then make decisions within policy. A sense of ownership is created if departmental chairpersons and deans believe and feel they have been involved in both the formulation and implementation of the policies and procedures. Another alternative would be to use a committee to develop the policies. My administrative bias is strong here. If such committees are created, problems of representation, etcetera, are raised but the greatest problem is that these committees do not have to assume the responsibility for implementing the policy. This leads to a lack of commitment in many cases on both sides--policy makers and policy implementers.

Another issue. What is the role of the Director of Summer Sessions in the overall governance process? To whom does he report? Do the Directors have status equal to other Deans?

The strategy I have utilized at UN-L is to ensure that the Summer Sessions Director is treated as an equal to other Academic Deans. In the campus by-laws it states that the Director of Summer Sesisons will be a member of the Dean's Council. Another area is involvement in Faculty Senate Committees. Since the Calendar and Examinations Committee makes recommendations related to a very important factor for the efficient operation of the summer sessions, the Director needs to be involved in this arena. At UN-L the Summer Sessions Director is a member of the Calendar and Examination Committee. This membership has permitted me to avoid many problems and provide leadership for the development of the university calendars.

4. Organizational Structure and Management

"Organizational Structure" is the term used to describe the processes by which the instruments of institutional governance--by-laws, policies, regulations, procedures and laws--are translated into actions by which the personnel can set about the task of achieving the institution's mission or purpose. These processes also describe the interrelationship that exist between the trustees, the president, the faculty, administrators and students as well as those individuals and groups that relate to the institution but are outside its immediate environment. These include community organizations, corporations, government agencies and private individuals. Structure is closely related to the systems of management that develop within institutions.

Structures that have to be set up for all of this to occur include: decision-making structures; coordination structures for both personnel as well as the tasks they perform; communication systems between the various governing

and management hierarchies; the faculty, students and the community; management systems; as well as the vast network of formal and informal structures at all levels in the organization. Out of these structures emerge a variety of styles and approaches to the ways in which the structures are created, operate, interrelate and continue to exist. Management styles, power and authority and particularly leadership are dimensions of these different manifestations of organizational structures. In today's educational climate, management and leadership are the most important criteria regulating institutional growth and development. At the outset it is important to indicate that time does not permit a detailed discussion of the distinction between management and leadership. Leadership involves management, but management does not always include leadership.

Management

Hersey and Blanchard, in their book, Management of Organizational Behavior:

(1) What is the distinction between management and leadership?

(2) What is the role of the Summer Sessions in determining course offerings and selection, recruitment and evaluation of faculty?

It is obvious after a review of the literature that there are almost as many definitions of management as there are writers in the field. A common thread that appears in these definitions is the manager's concern for accomplishing organizational goals or objectives.

We shall define management as:

Working with and through individuals and groups to accomplish organizational goals.

Leadership, however, is a broader concept than management.

Important issues that we in Summer Sessions need to address are:

1. What is the distinction between management and leadership in Summer Sessions?
2. What is the role of Summer Sessions in determining course offerings and selection, recruitment, and evaluation of faculty?
3. What is the role of the Summer Sessions in budget and student affairs?

In short, is the role of the Summer Sessions Director primarily management, leadership or both?

Leadership

Most management experts agree that leadership is the process of influencing the activities of an individual or group in efforts toward goal achievement in a given situation. According to this definition, leadership is viewed as a function of influence involving the leader, the follower, and other situational variables. These dimensions of leadership evolved over many years of formal and informal theorizing on effecting change within dynamic environments.

Leadership and management are critical functions in the Summer Sessions operation. In order to understand the differences between the two, a model of management/leadership provides a basis for review of how the Summer Session operates.

The difference is based on the interrelationships that exist between the Summer Sessions and other parts of the organization. There are three major models of leaders/managers.

1. Dependent
2. Reactive
3. Proactive

The Dependent Model

The Dependent Model Director has little or no responsibility for the development of policy related to the academic program, business, finance or

student services. Lines of authority are through the Vice-President of Academic Affairs with little contact with deans, academic departments or student bodies. This model places the Summer Sessions Director in a management role with limited opportunity for leadership in the development of policy or governance structure. Often in this type of situation, the occupant of the position of Summer Sessions Director has little academic status in the institution. On the other hand, the Director normally cannot be held responsible for the success of the program.

The Reactive Model

While the Summer Sessions Director in this model has some contact with deans, heads of departments, students, his role is largely managerial although some qualities of leadership may emerge over particular issues with the total organizational structure of Summer Sessions. In this model the Director is expected to respond to issues and to develop appropriate operational procedures.

Proactive Model

The Proactive Summer Sessions Director combines high management and leadership skills. He is actively involved in policy development, research about the program and is an advocate for the Summer Sessions. Obviously, the proactive model is the most desirable for it takes the Director firmly into the decision making, change agent, facilitator, coordinator roles and places the Summer Sessions at the very center of the teaching, research and service program which operate during the period of time from the end of one academic year to the beginning of the next academic year.

Obviously the type of management/leadership model and the perceptions of people in the organization will determine how you operate your department and will govern the types of decisions you will be asked to make.

What is the role of Summer Sessions in determining course offerings?

Probably one of the major problems facing all Summer Sessions Directors is how to make decisions on what courses should be offered. The problems range from the courses the faculty want to teach because it is their "pet" or they "just know students need the course," to those courses where there is a documented student need but no faculty really want to teach the course.

I wish I could say we have solved this problem and give you a solution to the problem. Such is not the case. The reason the problem exists is really a governance issue. Within institutions of higher education, academics have traditionally proposed courses from the point of view of what Sheldon Wolin has called "organicists," people who believe the institution exists to promote the value of social stability, cohesion and integration with a strong humanistic bias.

Administrators, however, have been more typically what Wolin called rationalist in their approach to the organization. The rationalist views the organization from an efficiency cost-benefit production point of view.

Since departmental chairpersons have experience in walking the tight rope between these two points of view for the academic year at UN-L, we ask them to continue to perform the task of making recommendations concerning the course offerings. Actually, this is not a cop out. The chairperson should be the most knowledgeable about the courses which are needed both by student majors and for service courses for other students. The Summer Sessions officer does provide an institutional cost analysis report which provides historical data about student enrollment and student credit hours for each course over a three year period. The role of Summer Sessions is to monitor the course offerings to make sure student needs are met and that only those courses

with sufficient demand are offered. With careful monitoring and encouragement over a period of time, we have had fewer proposals for courses which are not justified on the basis of student demand. We must recognize that the department chairperson has to be concerned about students and meeting their needs as well as providing an equitable basis for determining faculty employment opportunities. This problem is never completely resolved but it can be reduced if a rational approach is utilized in making decisions.

Role of Summer Sessions Director in Selecting, Recruiting of Staff

The second area is the role of the Summer Sessions Director in the selection, recruitment and evaluation of faculty. Once again, since these responsibilities are a part of the chairperson's responsibility during the academic year, we follow the same procedure during the summer.

The biggest problem in the 1980's is balance among faculty. Richey, in a report to the North Central Conference of Summer Sessions at Chicago in 1974 made these observations with respect to faculty involvement in Summer Sessions:

> According to the statistical data being made available to you. . . you note a major shift toward higher ranked faculty and fewer visiting faculty being used. Undoubtedly this shift results from a decrease in federal grants and other opportunities that have been available to faculty members during the summer months. . . .We may also note an increase in the cost of instruction as well as a loss of 'new ideas, new blood' resulting from the use of visiting faculty.

It was interesting to note that in Bushey's study that Directors ranked "to provide summer employment for faculty" as the fourth most important objective of summer session although respondents indicated that they wished it was

sixth or second last in importance. Similarly, respondents indicated that "experimental offerings or programs" ranked seventh in importance though most desired it to be fourth. Bushey's results clearly confirm the trends addressed by Richey in 1974. Administrative relationships between departments and the Summer Sessions will clearly depend on the administrative model and leadership styles discussed earlier in this section.

Role of the Summer Sessions Director in Budget and Student Affairs

Bushey's survey indicated most Directors regarded budgetary control to be a vital part of their function in Summer Sessions, as were the functions of operational procedures, market research, budgeting allocations, collecting, analyzing, and disseminating data concerning the student populations and client needs.

The importance of interaction between students and other clients was deemed to be of the utmost importance in Bushey's survey. As indicated by Schoenfeld's comments in 1975, it was the greatly increased student population boom that enlarged the summer sessions enrollments in the 1960's and early 1970's, not the quality of the marketing practices. If enrollment in summer sessions is to remain stable in the 1980's, it will require a massive operation on the part of the whole institution to develop new markets and locate new clienteles, particularly among the rising "adult learner" group in the community.

Once again, in terms of Summer Sessions operations, institutions vary from complete independence to complete dependence. At UN-L we have tried to avoid the duplication of the services provided by registration and records, housing, health service, and the Student Union. Our strategy for involving these units has been the formulation of a service committee. We meet with this committee at least three times throughout the year. The first objective is to inform them of the policies, procedures, and programs being planned for the up-and-coming summer.

The next objective is to determine the problems which these units might experience and finally we look for ways the activities program can be integrated with the academic program. In this way various sections—student affairs, business affairs, and finance—are involved with Summer Sessions.

The final area of consideration in structure and management is budget responsibility. A fundamental principle to the effective operation of any unit or organization is that program responsibility must be accompanied by budget responsibility. At UN-L, the Director of Summer Sessions has the authority and responsibility for a budget similar to any other dean or director. The budget for Summer Sessions is included in the total institutional budget just as that for any other operational unit.

The Director of Summer Sessions has authority to allocate the budget to academic departments within the broad budget guidelines of the University. We are also fortunate that we have a small activities budget which can be used for cultural events and activities. The Summer Sessions coordinates with the Vice Chancellor of Business and Finance for the operation of the physical plant and grounds. Only once has the director of building and grounds made a statement that the building could not be air-conditioned (which, by the way, reduced our enrollment by about 200 students) without consultation with the Director of Summer Sessions. The lines of communication must be kept open to avoid such situations.

Summary

How do you view your role? What do you want it to be? What kind of support do you get from other deans and the faculty? How can you become more effective? All are important questions. I have suggested the following strategies for developing the Summer Sessions. You will need to determine their appropriateness for your institution.

The Summer Sessions Director must assess the environment, both external and internal, to determine those factors which impinge upon and impact on recent legislative, changing social needs, finances, faculty, staffing patterns and student demands. If Summer Sessions is to be linked to the internal role and mission, concerted efforts need to be made to develop role and mission statements that directly reflect the mission of the total institution. This mission needs to be communicated throughout the entire institution. Of paramount importance is the need for this mission statement to be reviewed constantly by the institution and Summer Sessions with appropriate feedback and provisions for review.

The by-laws of the institution should include provision for the operation of Summer Sessions. Additionally, specific policies and rules and regulations for internal operation of Summer Sessions need to be written down and communicated to all appropriate parties within the governance and operational structure of the institution.

The goals of Summer Sessions should be central to the evaluation system for the Summer System program. Annual assessment and review of policies and procedures by operating officers is important for the refinement and improvement of the Summer Sessions operation. The Summer Sessions Director has responsibility of providing proactive leadership and management for Summer Sessions. Typically, the decision concerning course offerings and recruitment, selection, and evaluation of faculty is shared decision-making with departmental chairpersons having prime responsibility.

The position taken by John Garner seems an appropriate summary of the Summer Sessions operation.

> Sometimes institutions are simply the sum of the historical accidents that happened to them. Like the sand in the desert

they are shaped by influences but not by purposes. Men and women can shape their institutions to suit their purposes provided that they are not too gravely afflicted with the diseases of which institutions die—among them complaisance, myopia, and unwillingness to choose.

I leave you with these important issues to discuss in the session which follows.

1. What strategies have you found effective for assessing the environment?
2. What strategies have you found effective in developing the role and mission for Summer Sessions and for getting commitment by the total campus?
3. What strategies have you found effective in strengthening the position of the Summer Sessions Director in the governance structure of the institution?
4. What management/leadership style have you found effective?

BIBLIOGRAPHY

Baldridge, J. Victor. Academic Governance. California: McCutchan Publishing Co., 1971.

Etzioni, Amitai. A Sociological Reader on Complex Organizations. New York: Holt, Rinehart and Co., 1961.

Hersey, Paul and Kenneth H. Blanchard. Management of Organizational Behavior. 3d ed. Englewood Cliffs, N. J.: Prentice-Hall, 1977.

Mayhew, Lewis B. The Carnegie Commission on Higher Education. San Francisco: Jossey Bass, 1973.

Mayhew, Lewis B. Surviving the Eighties. San Francisco: Jossey-Bass Series in Higher Education, 1979.

Richey, Robert. "Are we Holding Our Own?" Address to the North Central Conference of Summer Sessions, Chicago, 1974.

Schoenfeld, Clarence A., and Donald N. Zillman. The American University in Summer. Madison: University of Wisconsin Press, 1967.

Schoenfeld, Clarence A. "The Shape of Summer Terms to Come." Address to the 1975 North Central Conference of Summer Sessions, Chicago, 1975.